



SACRAMENTO STATE
COLLEGE OF CONTINUING EDUCATION

California Department of Corrections and Rehabilitation

Supervisory Skills Development

Effective Communication

Participant Guide



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Purpose and Objectives

Effective Communication

Purpose

The purpose of the Effective Communication course is to help you develop your ability to adapt your communication style so you can be an effective listener and communicator in a variety of situations.

Objectives

- Interact with others in an effective and appropriate manner
- Identify when to use formal and informal communication styles
- Employ techniques in using written communication to achieve effective results
- Communicate effectively within the department without having to follow traditional lines of command
- Distribute information in a manner that addresses issues at all levels of the organization

Topical Threads

■ **Alignment with Department Vision, Mission, and Goals:**

Every employee in the department is aware of the organization's mission and goals and is able to base daily strategic and operational decisions based on these commonly held values.

■ **Community:**

This thread has two key aspects:

- ❑ Everyone in every division of CDCR works to share a common vision that involves compromise, communication and mutual support.
- ❑ CDCR is part of a greater community that includes employees' own families, inmates/wards and their families, social service agencies, and the population at large. It is important to base decisions at all levels on the potential impact they have on all members of this greater community.

■ **Rehabilitation:**

In the Department of Corrections and Rehabilitation, it is the job of every employee to support the goal of rehabilitating wards and inmates to be productive members of society. In every way possible, we are here to change and improve people's lives, not just to provide warehouse space for citizens convicted of crimes.

■ **Accountability:**

CDCR is a large organization with a complex bureaucracy that is constantly under public scrutiny. And many of your fellow employees lives are on the line. It is imperative that employees at all levels assume accountability for their actions and decisions.

■ **Matrix Communication:**

Historically the department has operated in a paramilitary top-down command structure. While this type of management and communication structure is essential to the effective operation of a high security facility, it can hinder progress to the Department by adding layers of extra work, delays, and risk avoidance. It is important to communicate *across* lines of command when it is appropriate to do so.

■ **Coaching:**

CDCR employees often work in high-stress situations, and their performance merits both respect and support. Coaching is a structured way to teach, to show respect, and to build a strong and effective organization.



Topical Threads (cont'd)

■ The Five Practices of Exemplary Leadership:

1. **Model the Way:** Find your own voice, clarify your values, express yourself, set the example, build and affirm shared values, and align actions with values.
2. **Inspire a Shared Vision:** Envision the future, differentiate yourself as a leader by being forward-looking, understand the importance of having a vision, enlist others, develop a shared sense of destiny, and give life to a vision.
3. **Challenge the Process:** Search for opportunities, seize the initiative, make challenge meaningful, innovate and create, experiment and take risks, initiate incremental steps and small wins, and learn from mistakes.
4. **Enabling Others to Act:** Foster collaboration, create a climate of trust, facilitate positive interdependence, strengthen others, generate power all around, ensure self-leadership, provide choice, and foster accountability
5. **Encourage the Heart:** Recognize contributions, focus on clear standards, expect the best, pay attention, personalize recognition, celebrate the values and victories, create a spirit of community, and create a story.

! *How does effective communication support these threads?*



What Do We Mean by Communication?

Some Key Concepts

- **Communication** is the process of transmitting information from the sender to the receiver
- **Effective Communication** is defined as the act of passing relevant information in a style and form that is clearly understandable, to the right person, at the right time.
- **Routes of Organizational Communication:**
 - **Down**
Communication that travels from higher levels within the organization downward to lower levels in a one way stream (e.g. Management conveying organizational goals, directives, etc)
 - **Up**
Communication that flows from those lower in hierarchy to those higher up in the organization (employee surveys, focus groups, brown bag meetings)
 - **Lateral**
Communication between organization members who do not stand in hierarchical relationships (e.g. communication between two Correctional Officers)
 - **Diagonal**
Communication between supervisors and workers in different functional divisions (e.g. contact between two individuals in Operations and Support Services)
 - **Multiple**
The rise in internal and external computer networks, routes of communication can no longer be limited to the four methods described above.

! Which routes of communication define the way communication used to happen under the Department's old emphasis on command structure in regard to communication?

! Which route of communication best describes Matrix Communication at CDCR?

What Do We Mean by Communication (cont'd)

■ Channels of Organizational Communication:

☐ Formal

Formal channels of communication within an organization include such items as memo, reports, staff meetings, department meetings, conferences, newsletters, official notices, reporting relationships, procedures and policies, committee meetings, performance reviews, bulletin boards, internal newsletter, and the organization's intranet. It is a highly documented, and changes slowly.

☐ Informal

Informal channels of communication within an organization consists of conversations at break times, grapevines, social clubs and groups. Information in this channel is fluid and quick to change because it is undocumented, and is open to interpretation as it moves through the channels.



Matrix Communication Exercise

Directions:

Working in your team, consider the following scenario, identify what the emergent issues are, and describe a plan to address those issues using matrix communication. Be prepared to present your plan to the rest of the class.

The Emergency Response plan is activated at the R. J. Donovan Correctional Facility during a natural disaster that disrupts the power supply throughout the prison. The gates are closed and all exits and entrances are sealed. The staff left in the facility must deal with the emergent issues that result from this incident.



Communication Fundamentals

What do you know?

Directions:

Provide what you think to be the answer in each item below.

1. If the total communication message equals 100% what percentage of the total message is

Visual _____ %

Vocal _____ %

Verbal _____ %

2. At what distance do most face to face business conversations take place? _____ feet

3. Most people speak at a rate of _____ words per minute, but listen at a rate of _____ words per minute.

4. We retain approximately _____ % of the information we hear.

5. What percentage of our total communication time do we spend in each of the following communication modes?

Speaking _____ %

Listening _____ %

Writing _____ %

Reading _____ %

Verbal and Non-verbal Communication

Types of Verbal Communication

- Verbal acknowledgement of an action (negative or positive)
- Verbal acknowledgement to issues or problems
- Verbal communication of employee and/or organization progress

Types of Non-verbal communication

- Tacit approval of a behavior or activity
- Subtle disapproval of a behavior, project or activity
- Facial expression that denotes underlying feeling about an activity or event
- Tone of voice in delivering a message to an employee

Six Characteristics of Non-verbal Communication

- Facial Expression
- Gesture & Posture
- Vocal Characteristics
- Personal Appearance
- Touching Behavior
- Use of Time and Space

Source: Business Communication Today; Bovee, Hill, Schatzman, 7th Edition, 2003

Why Are Verbal and Non-verbal Communication Important?

Communication is a powerful tool that yields enormous influence. As supervisors, using verbal communication in expressing your support or disapproval of a project, policy, procedure, action or behavior gives you control or leverage over an outcome. It opens up the opportunity to dialogue and address concerns or problems in a positive way.

! *How does this knowledge help you to coach your colleagues?*



Non-verbal Cue Exercise

Directions:

Working with your table mates, make a list of non-verbal cues you've encountered in your job and what they mean. Since many non-verbal cues can have multiple meanings depending on the context, list as many meanings as you can for each non-verbal cue.

Before beginning, come to a clear and unanimous agreement at your table regarding whether or not you will include obscene gestures and cues in your analysis. (Being realistic, an unfortunate fact of life when dealing with inmates and wards is that these types of cues are no stranger to the CDCR environment.)

Description of Non-verbal Cue	Possible Meanings



Culture and Gender Communication

**Civilization is the encouragement of differences
—the more diverse a system, the more stable it is.**

Mahatma Gandhi

Cultural communication helps put into context the subtle differences in communication styles and how they vary from one culture to another. Chances are most of you probably do not work in a culturally homogeneous environment at CDCR.

As work places are getting more diverse, so must our capability to communicate with diverse cultures increase. It creates a more productive environment, reduces hostility in the work place, and promotes a stronger sense of community in the workplace.

! *How does sensitivity to differences of gender and culture enhance your ability to support the strengthening of the greater CDCR community?*

The Ethnic Composition of the U.S.

It is estimated that by 2010:

- Minorities will account for nearly 50% of the U.S. population:
 - ❑ 24% Hispanics
 - ❑ 14% African Americans
 - ❑ 8% Asian Americans
 - ❑ 1% Native Americans
- Half of all U.S. workers will be immigrants
- Note: These figures are meant to indicate the growth of minorities in the population. It does not represent the entire U.S. population.

Definition of Race, Culture and Ethnicity.

According to the APA policy, Culture, Race and Ethnicity are defined as follows:

Culture: The belief systems, and value orientations that influence customs, norms, practices, and social institutions....Culture has been described as the embodiment of a world view through learned and transmitted beliefs, values, practices, including religious and spiritual traditions.

Race: Category in which others assign individuals based on characteristics such skin, color, and hair type.

Ethnicity: The acceptance of group mores and practices of ones culture of origin, and the sense of belonging.



Tools to Communicate Effectively with People of Different Cultures

- Observe response and reactions to instructions
- Follow-up for clarity
- Be available for questions
- Encourage questions and discussion on how to carry out project/assignment
- Don't judge or assume
- Create an environment of inclusiveness – this fosters communication, and quickly alerts you when there are conflicts emerging in the work place

Additional Tips to Build Cultural Savvy

- Tolerate Ambiguity
- Show Respect
- Recognize your own cultural bias
- Emphasize common ground
- Look beyond the superficial



Cultural Awareness at CDCR

Directions:

Using the list of cultures the class has created (refer to the flip chart or white board), select three of the cultures and identify at least one custom or communication strategy associated with each culture that can help you understand and communicate with people of that culture. Work together as a table team.

Examples:

- People in India move their heads back and forth to indicate agreement.
- Norteño gang members use the number “14” to indicate their gang affiliation.

Culture	Custom or Communication Strategy



Eliminating Gender Bias in Communication

Examples of Biased Communication	Unacceptable Alternatives	Preferable Alternatives
Using words containing "man"	<ul style="list-style-type: none"> ■ Mankind ■ Man-made ■ Manpower ■ Businessman ■ Salesman ■ Foreman 	<ul style="list-style-type: none"> ■ Humanity, human beings, human race, people ■ Artificial, synthetic, manufactured, constructed ■ Human power, human energy, workers, workforce ■ Executive, business manager, businessperson ■ Sales representative, salesperson, clerk, sales agent ■ Supervisor
Using special designations	<ul style="list-style-type: none"> ■ Woman doctor, male nurse 	<ul style="list-style-type: none"> ■ Doctor, nurse
Using "he" to refer to "everyone"	<ul style="list-style-type: none"> ■ The average worker he 	<ul style="list-style-type: none"> ■ The average worker he or she
Identifying roles with gender	<ul style="list-style-type: none"> ■ The typical executive spends four hours of his day in meetings. ■ The consumer she ■ The nurse/teacher she 	<ul style="list-style-type: none"> ■ Most executives spend four hours a day in meetings. ■ Consumers they ■ Nurses/teachers they
Identifying women by marital status	<ul style="list-style-type: none"> ■ Phil Donahue and Marlo ■ Phil Donahue and Ms. Thomas 	<ul style="list-style-type: none"> ■ Phil Donahue and Marlo Thomas ■ Mr. Donahue and Ms. Thomas

Source: *Business Communication for Today*, 7th edition



Some Gender Considerations

Avoid using gender-biased language. Some tips to consider:

- Don't stereotype
- When a man and woman are at a department meeting; please don't assume the man holds a higher position than the woman
- It is inappropriate to make jokes about the opposite sex
- Keep an open mind when a member of the opposite sex is in a field or area of expertise typically dominated by a different gender. (E.g. law enforcement is typically a male dominated field, but there are women whose knowledge and expertise is as valuable as their male counterparts.
- Avoid expressions like "you're out of your league here", or other expressions that are dismissive of a colleagues' contribution in the work environment.

MBTI® Type Review

Extraversion ----- Introversion

- ☐ Where do you prefer to focus your attention?
- ☐ Where do you get energy?

Sensing ----- INtuition

- ☐ How do you prefer to take in information?

Thinking ----- Feeling

- ☐ How do you prefer to make decisions?

Judging ----- Perceiving

- ☐ How do you like to structure your world?

- Everyone has a preferred/dominant Type
- Although we all use a blend of Type
- Type shows up in behavior
- No Type is better than any other Type
- We can learn to flex our Type to communicate more effectively together
- We can create an environment that allows each Type to flourish
- Respect is the foundation

Implications of Type on Communication

Directions:

- In your function pair group, lay out your flip chart sheet as shown on the PowerPoint® slide.
- Fill in information in each of the four quadrants on the sheet that pertains to your function pair. Remember to confine yourself only to considerations that relate directly to your function pair.
- As you work, refer to the function pair information in *Introduction to Type® in Organizations*, which you received in the Role of the Supervisor class.
- Be ready to share your information with the rest of the group.

You can use the table below to take notes during everyone's presentations:

ST	SF
NT	NF



Tools for Effective Listening

- Find areas of interest
- Judge content; not delivery
- Hold your Fire
- Listen for Ideas
- Take selective notes
- Work at listening
- Block out competing thoughts
- Paraphrase speakers ideas
- Keep an open mind
- Capitalize on the fact that thought is faster than speech

Listening Skills Assessment

Directions:

Evaluate your current listening skills by reading each of the skills, consider your current level of ability at each, and put a check (✓) in the box to the right that best reflects your current level of ability. When you have finished with this assessment, complete the activities on the next page.

Skill	Very difficult for me	OK - some room to improve	I'm great at this!
Listening for facts			
Listening to my own feelings			
Listening to others' feelings			
Paraphrasing			
Expressing my feelings			
Asking open-ended questions			
Not interrupting			
Confronting conflicts			
Remembering information			
Not completing others' sentences			
Not giving advice			
Helping other person hear their ideas			
Making eye contact			
Observing body language			
Comfortable with silence			
Giving the sender your full attention			
Asking questions for clarity			
Taking notes for retention			
Not formulating what I'm going to say next			
Encouraging feedback			
Establishing trust			



Listening Skills Assessment (cont'd)

1. Based on your responses in the table on the previous page, which skill(s) is (are) most difficult for you?
2. Brainstorm with your team to identify some ideas on how you could improve these skills. List them below.

! *How can improving your listening skills help you enhance your ability to supervise using the Five Practices of Exemplary Leadership?*



The Skill of Questioning

Question Type	Purpose	Example
Closed ended	Asking for a short (yes/no) answer	Do you supervise a correctional facility?
Open ended	Asking for more information and furthering a discussion	What are the biggest communication challenges for you supervising in a correctional facility?
Factual	Asking for a fact-based response	How many employees do you supervise?
Precision	Asking for a measured response	How do you measure your employee satisfaction with communication at CDCR?
Reflective	Providing feedback and urging for more information	You say that the department sends an employee survey that includes that information, how is that information provided to you?
Broadening	Introducing facts and encouraging analysis	Many employee surveys have a return rate of about 60%, how is CDCR doing in comparison to that?
Justifying	Challenging old ideas and developing new ideas	Some state organizations are using focus groups rather than surveys to determine employee satisfaction with communication within the organization. Do you think that would be more effective? Why/why not?
Hypothetical	Exploring unknown topics	If you could do anything, what would you do to improve overall communication at CDCR?

! *When practicing matrix communication, what's the advantage of being a skillful questioner?*

Listening for Understanding: Checking our Perceptions

In his classic book, *On Becoming a Person*, Carl Rogers observes that real communication occurs when we listen with understanding (empathy) - to see the idea and attitude from the other person's point of view, to sense how it feels to them, to achieve their frame of reference in regard to the thing they are talking about." This is, we might say, using our Emotional Intelligence to the fullest to help us ensure that we are listening effectively. Techniques that help achieve such understanding include the use of "perception checking" questions.

Directions:

Form triads, with each person taking the role of Person A, Person B, or Person C.

Round One:

■ **Person A is the talker.**

Directions: Start talking for 4 or 5 sentences about any topic that relates to your work as a supervisor (it can be a project that your group is working on, a success that the group and/or you has had, a challenge you are working on, etc.) Remember...only talk for 4 or 5 sentences.

■ **Person B is the listener.**

Directions: When the Person A stops talking, repeat back to them what you thought you heard, starting with phrases like:

- ☐ *I want to be sure I understand what you are saying. It sounds like . . . (your interpretation of what they said)*
- ☐ *Is part of what you are saying (your interpretation of what they said)?*
- ☐ *What I hear you saying, if I understand you correctly is (your interpretation of what they said)*
- ☐ *I want to make sure I am hearing what you are saying (your interpretation of what they said)*
- ☐ *What I heard was (your interpretation of what they said). Was that accurate?*

■ **Person C is the observer.**

Directions: Make notes on the Observation Form regarding the listener's use of perception checking and other skills used to enhance their listening for understanding. Observer gives feedback to Partner A. (What went right and what could have been improved.)



Listening for Understanding: Checking our Perceptions (cont'd)

Round Two:

Change the roles and Person B speaks for 4 or 5 sentences, then Person C asks perception checking questions, and Person A is the observer. Follow the activity sequence listed above.

Round Three:

Change the roles and Person C speaks for 4 or 5 sentences, then Person A asks perception-checking questions, and Person B is the observer. Follow the activity sequence listed above.

Giving Positive Feedback

Considering Type

Positive feedback works best if the Sincere, Specific, Immediate and Personal (SIPP) model is used. This model is useful for giving praise and recognition, and its effectiveness depends on an individual's psychological type according to the Myers-Briggs Type Indicator® that you learned about in the Role of the Supervisor course.

If your preference is "Thinking" you may find it necessary to push yourself to appreciate and reward others. A job done well deserves recognition and reward.

Feedback Model

- **Extrovert:** Extroverts may appreciate and enjoy public recognition
- **Introvert:** Introverts may prefer one-on-one communication. Both types (introvert and extrovert) like written compliments.

- **Sensing:** Be specific in the actual behavior or accomplishment you observed.
- **Intuition:** Relate actual behavior to the big picture, and mention implications for the future.

- **Thinking:** Identify positive outcomes which occurred for you, others, and then team/organization.
- **Feeling:** Discuss the value of the accomplishment /action. Express what this behavior has meant to you personally.

- **Judging:** Determine any present or future action you want to reinforce.
- **Perceiving:** Adapt praise as the situation warrants.

! *Why is this information so important when considering the thread of Coaching?*



Giving Positive Feedback (cont'd)

Steps for Giving Positive Feedback

1. Make it timely
2. Align it to the receiver's Communication Style
3. Be specific and descriptive
4. Tell them what they did right
5. Tell them how it affects you, the team, and/or the organization (family, group, etc.)
6. Encourage them to continue the behavior

Directions:

1. In the space provided below, write down one or two positive contributions that you have observed about the person to whom you want to give some positive feedback.
2. Choose one or both of the contributions and formulate a statement using the six- step model in the box above.
3. Deliver your message.
4. Debrief with your partner (or an observer, if available) on how well you demonstrate the six steps listed above.

Giving Corrective Feedback

Considering Type

- This is a planning tool for the person who will be giving corrective feedback.
- Determine your approach to providing corrective feedback by using the model below.
- Keep your preferences or potential blind spots in mind
- Choose a time and place that is comfortable for the receiver. Speak clearly directly and honestly.
- Use “I” messages. (“I feel that you could be a stronger team player.”) Not, “You are a weak team player.”

Feedback Model

- **Introvert:** Reflect in preparation for corrective feedback
- **Extrovert:** Discuss with a peer if necessary.

- **Sensing:** Describe the actual and specific unwanted behavior you have observed. Be concrete, use factual data.
- **Intuition:** Relate the actual behavior to the big picture. Explain how unfulfilled expectations have certain outcomes.

- **Thinking:** Discuss the impact of unwanted/undesirable behavior on staff and others in the work unit. Consider the pros and cons of any action you might take.
- **Feeling:** Disclose your values and feelings. Explain why responsibility is important and why it matters.

- **Judgment:** Determine any present or future action plans and secure other person’s commitment to change.
- **Perception:** Allow input from the other person and flexibility in determining final steps.



Giving Corrective Feedback (cont'd)

Steps for Giving Corrective Feedback

1. Make it timely
2. Align it to receiver's Communication Style
3. Be specific and descriptive
4. Describe what you observed (what they did, said, etc.)
5. Tell the receiver what the expectations were (what he/she was expected to have done, said, etc.)
6. Tell the receiver how what he or she did that affects you, the team, and/or the organization
7. Ask the receiver to identify corrective action he or she will take
8. Work with him or her to develop action ideas, if necessary
9. Encourage the receiver and ask him/her what you can do to support them



Practice in Giving Corrective Feedback

Directions:

1. Think of a situation in which you need to give (or should have given) some corrective feedback.
2. In the space below, write some notes for giving the feedback using the steps listed on the previous page.
3. Use the model in delivering your message to your partner.
4. Debrief with your partner (or an observer, if available) on how well you remembered the nine steps listed above.

Written Communication

Some Quick Tips for Before, During, and After Writing

Before:

- Ask yourself what you are trying to accomplish (your goals).
- Ask yourself questions about the reader(s): who, what they already know about the topic, what they will know after reading your document, what is their knowledge about the subject and terminology, what's their willingness to accept the ideas you present, what is their opinion of you?
- Brainstorm and record ideas rapidly (you can refine them later). Don't worry about spelling phrasing at this point.

During:

- Organize the information: group like ideas, requests, etc. in the same place.
- Keep the information as simple and straightforward as possible.
- Use headings to identify main ideas.
- Summarize ideas in a paragraph marked "Summary".
- Use active voice ("...they will receive" versus "...they will have received")
- Make sure that your use of grammar, punctuation and spelling is correct.
- Use previously well received documents as models.
- Reread for clarity, logical flow and accuracy
- If possible, have someone else read it for clarity flow and accuracy.

After:

- Follow-up to see if your message has been understood.
- Clarify anything that isn't clear.

! *Can you think of examples in which your ability to communicate well in writing can help you support CDCR's vision, mission, values, and goals?*



Writing Exercise

Writing Your Supervisory Leadership Credo

This "simple" exercise is a very powerful way to measure your effectiveness in clear communication. It forces you to create a document that is clear, powerful and succinctly captures your business philosophy. It is also a strong measure of your ability to translate what you feel into succinct communication that others can use, understand and learn from.

The background:

- Imagine that you are being sent on an assignment to an island nation in the South Pacific to help their government set up a Department of Corrections and Rehabilitation. You will be gone for nine months. Your current staff will have to carry on without you or any other supervisor. To make matters more challenging you will be unable to communicate in any way with your team during the time you are away.
- After nine months, you will return and resume your present responsibilities.
- You are allowed to leave behind a one page guideline, a "Credo" (your business beliefs, philosophy, values) on how people should conduct business in your absence.

The assignment:

- Write a memo with your guidelines to your team members and others.
- These guiding principles will be given to everyone who works in the organization you lead.
- To get the biggest value from this exercise, treat it as if it were real.
- Use the writing strategies that have been covered in this course.

Getting peer input:

- Share your "Credo" by letting your partner(s) read it
- Ask reader if they understand it.
- Review and revise your statement as necessary.

Putting you Credo to work:

- Share your "Credo" with your unit
- Ask them if they understand it
- Ask them for feedback on how to make your Credo a reality

Tips for Effective e-mail Communication

Do:

- Check CDCR policies for guidelines about e-mail usage
- Create appropriate mail groups (Saves tons of time)
- Edit the groups when someone drops out
- Cc: the appropriate people only
- Think about who really needs the information
- Edit (quickly) to make sure the message is clear and concise
- Use white space and bullets
- Use the „Subject Line’ wisely to indicate the heart of the message
- Use the „Subject Line’ for complete messages when possible and finish with {eom}
- Hit Reply All only when everyone REALLY NEEDS TO KNOW
- Ask to be removed from unnecessary distribution lists AND explain why
- Create appropriate work folders to save/organize your work
- Create archives as appropriate
- Cut and paste when the thread is too long
- Be sensitive, thoughtful, and smart
- Read your message out loud when it might be misunderstood in any way
- Think before you hit the send button...especially if you’re feeling strongly about your response.



Tips for Effective e-mail Communication (cont'd)

Don't:

- Respond quickly when you are having an emotional reaction
- Cc: every possible person who might have any reason to want to see your message
- Send cryptic messages without thinking
- Use e-mail to counsel an employee or to reprimand
- Rely on e-mail when you know you should meet face to face
- Be lazy with your response...think about it
- Be overly verbose/long winded
- YELL AT PEOPLE!
- Be sarcastic or sardonic
- Send anything inappropriate (...not only tacky, but may be illegal!)
- Forget to ask to be removed from a distribution list instead of just deleting (This models positive behavior for others)
- Mark every message you send with High Importance ! (Remember the boy who cried wolf!)
- Let e-mail take over your life! It is a tool and should work for you
- Believe that everyone reads his/her e-mail (They don't!)
- Send confidential information over unsecured lines or to unsecured sites



Reflections on Communication Skills for Supervisors

- What do you remember from this course – events, scenes, or conversations?

- What words are still ringing in your ears?

- Was there a high point? When, what?

- Was there a low point? When, what?

- What is a key insight from the day?

- As a result of attending this class, what four things will you do to increase your communication skills as a supervisor?

! *As a result of what you've learned in this class, how can you better support the topical threads listed on pp. 2-3?*

Additional Resources

Books

- *Business Communication for Today*, (7th Edition) by Courtland L. Bovee, John Hill, and Eileen Schatzman
- *Harvard Business Review on Effective Communication*, by Ralph G. Nichols, et al.
- *Effective Communication Skills: Essential skills for success in work and life* by Marsha J. Ludden
- *Effective Communication* by Chris Roebuck
- *Effective Crisis Communication: Moving from Crisis to Opportunity* by Robert R. Ulmer, Timothy L. Sellnow, and Mathew W. Seeger
- *Intercultural Business Communication* by Lilian Chaney and Jeanette Martin
- *Intercultural Communication in the Global Workplace* by Iris Varner, and Linda Beamer

On the Web

- <http://www.wwcd.org/action/ampu/crosscult.html>
An article titled “Working on Common Cross-cultural Communication Challenges”
- <http://www.cnr.berkeley.edu/ucce50/ag-labor/7article/article01.htm>
An article on cultural differences that focuses on similarities
- <http://www.apa.org/pi/multiculturalguidelines/definitions.html>
Useful information on cross-cultural awareness
- <http://wwwnew.towson.edu/itrow/>
An article that focuses on women’s experiences and women’s health issues
- <http://ohioline.osu.edu/flm02/FS04.html>
An article titled “Gender Issues: Communication Differences in Interpersonal Relationships”
- <http://iteslj.org/Articles/Rossetti-GenderDif.html>
Gender issues in e-mail communication
- <http://www.bcte.ecu.edu/ACBMITEC/p1999/Griffin.htm>
Several excellent articles on gender differences in communication